Arizona
Department of Education

The Grader

Greetings!

Arizona's request for continued ESEA flexibility (a.k.a. the "waiver") for the 2015-2016 school year was <u>APPROVED</u>!

This means schools may continue to use federal resources in order to operate their own programs and supports designed to improve student achievement.

ADE will not be able to determine school-level proficiency rates until after schools receive their own assessment data from the vendor, AIR. ADE will publish proficiency rates at each school using Full Academic Year only students as well as adjustments for less than 95% test participation.

For the past month, ADE has been collecting responses to a short survey regarding labels for non-Title I schools which qualify for Reward or Focus status. This Fall, ADE will return to the State Board of Education to discuss the criteria used to identify any alternative school with "below average level of performance" as well as how it will recognize non-Title I schools in the transitional system of accountability. Feedback from this survey as well as other input from stakeholders will inform the final recommendation to the Board this Fall. Please take 5 minutes to respond to the survey here and/or forward this link to other stakeholders who may be impacted by policies related to school and district accountability.

Thank you!

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CCRI Scores for Focus, Priority, & At-Risk High Schools

All information needed to calculate 2015 CCRI scores are now available in ADEConnect; this includes persistence rates for all schools regardless of alternative status. Schools can either calculate CCRI points using alternative or traditional method. Based on status, this CCRI score may be used to exit schools from Focus or Priority status. Schools qualified to exit based on Focus or Priority status will be informed in Spring 2015. If schools have implemented for the minimum number of years, schools may qualify to exit Focus or Priority status so that the 2015-2016 school year would be the last year with the label and associated funding. New Focus and Priority schools will be identified based on 2015-2016 data; these schools will be notified in Summer 2016 in order to plan out resources. ADE will issue one full list of Focus/Priority schools based on 2015-2016 assessment data although many of the data points needed for schools to analyze their own risk of identification are currently available (i.e., 2014 A-F points, graduation rates, etc.).

Replace these values with your school's which can be found here.

CCRI Traditional Schools EXAMPLE

Cohort Grad Rate	Points possible	2014 Rate	2015 Rate
4 year	20	0.75	0.69
5 year	10	0.75	0.76
6 year	2	0.8	0.77
7 year	1	0.81	0.79
Total Score	Up to 30	24.91	23.73

CCRI Alternative Schools EXAMPLE

Cohort Grad Rate	Points possible	2014 Rate	2015 Rate
Best of 4,5,6, or 7 year cohorts	20	0.61	0.54
4,5,6, or 7 year cohort rate	1	0.53	0.53
4,5,6, or 7 year cohort rate	1	0.51	0.45
4,5,6, or 7 year cohort rate	1	0.39	0.32
Academic Persistence Rate	10	0.8	0.82
Total Score	Up to 30	21.63	20.3

To calculate total points, multiply points possible by each rate then add for up to 30 points (schools which score over 30 points are assigned a total of 30 points only). Two different years are given as examples above (i.e., 20 x .69 = 13.8 for FY15 4-year Grad Rate Points)

Access LEA/School's Persistence Rate in the ADEConnect College Career Readiness Reports.

ELL News

ADE's Office of English Language Acquisition Services (OELAS) is hosting a Practitioners of English Language Learning (PELL) Meeting on Wednesday, September 9, 2015 at the Black Canyon Conference Center in Phoenix. The PELL meeting is open to all stakeholders involved in the education of English Language Learners (ELLs) in Arizona. This full day event will include a general session for the dissemination of timely information relevant to ELL education as well as smaller, breakout sessions on topics of interest. The Director of ELL Accountability and Support will be facilitating one of these collaborative sessions; participants will share ideas and provide ADE with feedback on how ELL components can be integrated into a future accountability system. For PELL meeting registration information, please visit: https://ems.azed.gov/home/Calendar?sd=139

Reminders

ELL Group 3 - SPED
In order for a student to be exempt from the Spring AZELLA reassessment, a **current year** SPED withdrawal from the 71 **_AND_** a **current year** SPED need in SAIS must be documented. SPED withdrawals from the current year that are **not** accompanied by a documented need in SAIS do not qualify a student for ELL Group 3 Status. Also, SPED withdrawals from prior years do not qualify a student for ELL Group 3 status.

Parent Withdrawal - ELL
A parent withdrawal from ELL services does **not** exempt a student from the annual Spring AZELLA reassessment.

Reclassified Fluent English Proficient
Re-enrolling a student into an ELL program **after** being Reclassified Fluent English Proficient (RFEP) requires the student to be reassessed each year until they test proficient again.

Example Scenario 1:
Student A scores proficient in the Spring of 2013 and is Reclassified as FEP. In the Spring of 2014, Student A scores less than proficient, but is **not** re-enrolled into an ELL Program. This student is **not** required to be administered a Spring 2015 AZELLA Reassessment.

Example Scenario 2:
Student B scores proficient in the Spring of 2013 and is Reclassified as FEP. In the Spring of 2014, Student B scores less than proficient, but **is** re-enrolled into an ELL Program. This student **is** required to be administered a Spring AZELLA reassessment annually until they score proficient again.

AMOs: They Never Went Away

On August 6, 2015 Arizona was approved for an additional year of ESEA flexibility. This means Arizona schools may continue to use federal funding associated with its waivers from NCLB without the penalties and sanctions associated with not making AYP toward the goal of have 100% of students proficient by 2014 (on last year's AIMS). Since originally receiving flexibility, Arizona chose the option to set AMOs toward the goal of 100% of students proficient by 2020. Arizona's most recent waiver was approved based on the agreement it would hold all schools accountable to AMOs for the 2014-2015 AzMERIT administration. Results from the 2014-2015 baseline AzMERIT administration will also be used to set the first and all subsequent AMO targets. Arizona will now set AMOs with the goal of reducing the percentage of non-proficient students by half by the 2020 school year instead of the alternative of 100% of students proficient by 2022-2023 school year. Arizona maintains high standards and high expectations for all students; however, new standards and a new assessment warranted a revision to its primary federal accountability measure. Arizona's approved flexibility request reflects the change in the way it sets AMOs; the 2015 AMO will be based on the percent proficient on the 2014-2015 AzMERIT and will increase incrementally each year in order to cut the gap in half by 2020.

This means that schools with subgroup proficiency rates below the state average based on the 2015 AzMERIT administration will not meet AMO for the 2014-2015 school year. The requirement to implement 2014-2015 AMOs is part of Arizona's agreement in order to receive continued ESEA flexibility, which allows the neediest schools to receive more resources and waives many of the financial and programmatic sanctions associated with other schools which do not make AYP under NCLB.

All other business rules and policies associated with AMOs such as 95% test participation, safe harbor, *n*-count, graduation rates, grade level, additional subgroups, etc., still apply. Although schools cannot change outcomes associated with the 2014-2015 AzMERIT administration, it's important to note both the continuity despite the new assessment and new methodology to set AMO targets.

2015-2020 AMO Targets						
NCLB Subgroup	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All Students	Statewide Percent proficient	TBD	TBD	TBD	TBD	TBD
Bottom 25	Statewide Percent proficient	TBD	TBD	TBD	TBD	TBD
Other NCLB Subgroups	Statewide Percent proficient	TBD	TBD	TBD	TBD	TBD

Sunset of AIMS Data Download

Schools should archive all prior year data currently accessed on the AIMS data download through the Accountability application in CommonLogon or ADEConnect if they want uninterrupted or continuous access to this data. Currently, only AIMS and AIMS A Science results can be accessed for FY2015 due to the replacement of AIMS by AzMERIT. The functionality to download all AIMS data will end this year. AzMERIT data will NOT be reported through the AIMS data download. Assessment vendors (Pearson, AIR, etc.,) will continue to provide both an electronic file as well as paper test results for all students tested at a site. ADE Accountability will provide student level information to replicate and/or support accountability determinations (i.e., AMO, AMAOs, RFP, etc.,) when issued. This student level static file will include FAY status, subgroup status, student's achievement level, etc. ADE will continue maintenance of all other reports such as Grad Rate Cohort Report, etc.
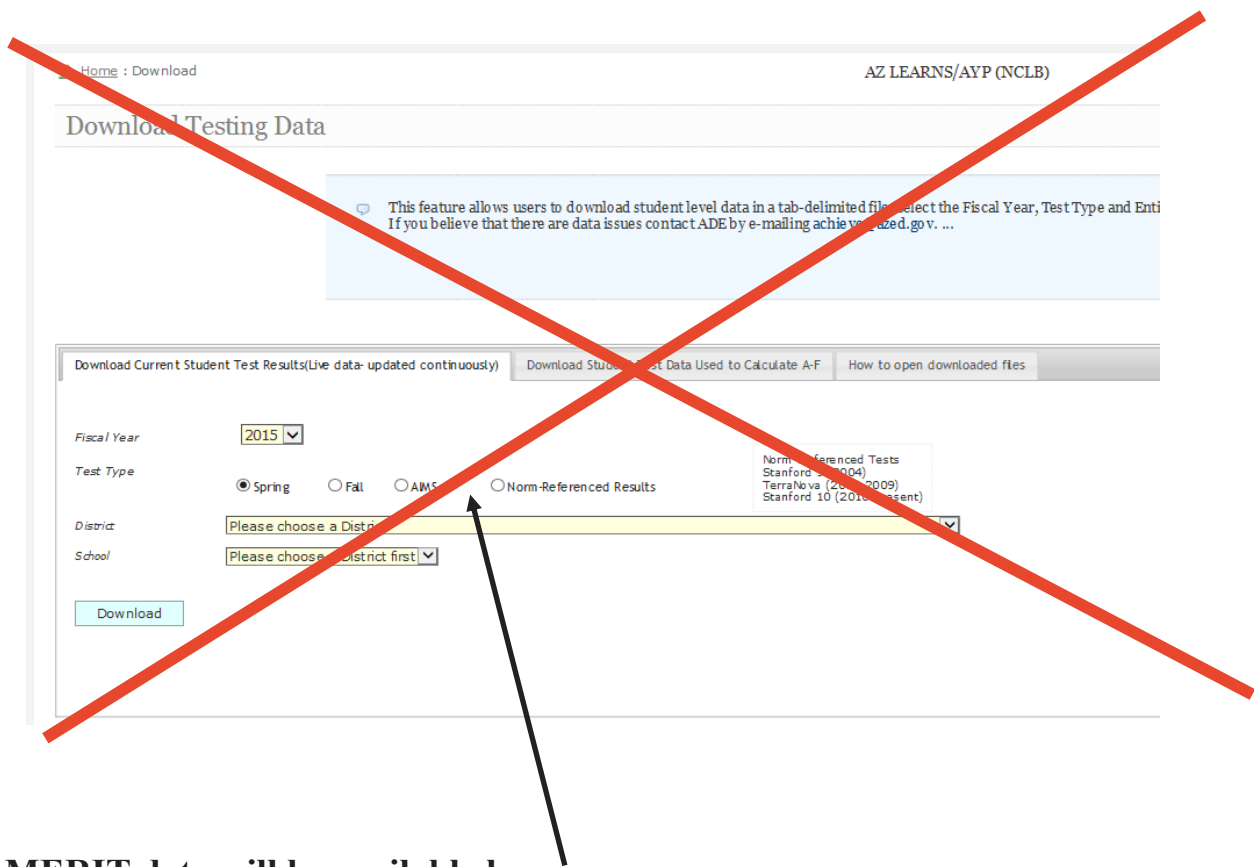
⇒ **No AzMERIT data will be available here.**

⇒ **No AIMS or AIMS A Science data will be available here starting with the 2015-2016 Science administration.**

⇒ **Download all prior year data ASAP before the application is taken offline at the end of this school year (2015-2016).**

⇒ **ADE Accountability will provide a student level "static" file with all student achievement results used for LEA/school accountability purposes going forward.**

Project ELEVATE!

Arizona's Turnaround Leadership Network

In July 2015, ADE's Support & Innovation unit launched Project ELEVATE, a two-year leadership development program designed to educate and empower district leaders and principals to focus on improving teaching and learning, resulting in significant gains in student achievement. The first cohort includes 21 schools from 7 districts. The key features of the program include:

✦ A focus on building systemic capacity in the areas of ***data-driven instruction***, effective use of ***observations and feedback***, student and staff ***culture of learning***, and effective ***talent management***.

✦ ***District Readiness Assessment*** to determine the readiness of district systems to engage in school turnaround efforts and allow the ADE team to learn more about the district's context in order to be a better partner.

✦ ***Behavioral Event Interview*** with participating principals to determine the competencies and development needs of current and prospective leaders.

✦ ***Quarterly professional development*** sessions for the two-year period. Professional development builds on the work of Public Impact (Turnaround Leader Competencies), Paul Bambrick-Santoyo (*Leverage Leadership* and *Driven by Data*), and other research and proven best practices.

✦ ***Ongoing coaching and mentoring*** from trained ***Implementation Specialists*** between professional development sessions. Implementation Specialists will provide on-site support at least once a month, based on school leader needs; activities will help school leaders accomplish their 90-day plans.

In the coming months, the Support & Innovation unit will be providing districts and schools information on the selection process for Cohort 2. In the meantime, if you have any questions, please contact Scott Maxwell at Scott.Maxwell@azed.gov.

Accountability, Support & Innovation's Upcoming Conference Presentations

⇒ PELL Meeting, September 9, 2015 (see "ELL News" for more details)
⇒ ASBA Law Conference, September 10, 2015
⇒ Director's Institute, September 29, 2015
Please see conference websites for more information on content and schedule.

We try our best to make ourselves available to as many stakeholders as possible when requested. Please contact achieve@azed.org if you would like ADE Accountability, Support & Innovation to give a presentation, updates, etc.

Achieve's Frequently Asked Questions

Why didn't my ELL amendment request get approved?
Amendment requests were implemented in order to correct student information or status where no other method exists for the school or LEA. These instances are not common since most issues may be resolved with proper data management or student assessment. ADE does not amend student status if the amendment would adversely impact the student (i.e., removing the student from the requirement to test when the student has a documented ELL need and program in the current year and should continue services in the next year) or cause the student to be misclassified. These are some examples of amendment requests which are not granted:

- **Didn't know the student "was ELL"** (Check SDELL70 upon enrollment or SDELL73 regularly)

- **Student "was SPED"** (Submit IEP team decision to SPED withdraw each year; also, documented SPED need in SAIS is required)

- **Please add FEP student who completed reassessment** (Monitor FEP students using methods other than AZELLA reassessment since these students are not required to reassess)

- **Student had a valid SPED withdrawal and SPED need in current year** (These students are classified as Group 3 and would not have reassessed; however, if a Group 3 student completes reassessment, the reassessment is added to their test history report. Since the school reassessed the student to produce a valid scale score, the score will be used for both the student's test history and the school's ELL accountability.)

- **Student took Placement test on or after Jan. 1, 2015** (If the placement test was their first assessment in FY15, these students will not be counted in the ELL "95% tested" calculation denominator so their subsequent SDELL73 status will be based on their place-ment test score.)

When should we code students as SC or SE now that SA does not apply?
See this resource on graduation codes. If a Cohort 2014 student (or any student) is graduating in FY2015 or later, the SA code would not apply. The SC or SE code could apply based on whatever an IEP team determines to be the requirements for a particular student to grad-uate. Beginning last year, the SA code would not apply for high schools until Civics becomes a requirement for graduation in 2017.

How will students who retest on EOC tests this Fall or Spring be used in Accountability?
How EOC retests are used in school accountability has not yet been finalized/decided. We will keep you informed as we develop the new accountability system.

Do homeschool students count in my graduation rate?
If the LEA receives state tuition or generates ADM for this student, the student will be counted in the cohort until the student withdraws or exits using a graduation or exit code which qualifies him for removal from the cohort. This manual provides the business rules associ-ated with the calculation of the graduation rate.

When will the graduation rate information become available?
The graduation rate data is available on ADEConnect in the 'Graduation Dropout Cohort Report'. The public file denoting state, LEA, and school rates will be available in September on the ADE website.

Should we test Grade 9 and/or 10 students since only Grade 11 students count on AzMERIT test participation calculation for high schools?
YES. Schools should administer the appropriate EOC test when students are exposed to corresponding content regardless of their grade level. Most Grade 9 and 10 students take high school level English/Language Arts and Mathematics content. The school's percent profi-cient rate will be based on all students (in all grades) who complete AzMERIT. Some Grade 11 students will not take an EOC test, but their participation from Grade 9 or 10 would be captured for school accountability.

How will counting only Grade 11 students in percent tested affect my percent passing?
Percent tested and percent passing are two different calculations. Percent tested answers the question "What percentage of the Grade 11 students have completed an ELA and/or Math test while in high school?" whereas percent passing answers the question "What percent-age of the students who completed AzMERIT this year passed the test they took?". See the May 2015 Grader for how testing less than 95% of students may impact the school's final proficiency rate used for accountability purposes.

Will high schools be negatively impacted if an incoming freshman completes an EOC in middle school?
Since AzMERIT is only in its second year, students can take remaining EOC tests in high school. One or two EOC tests taken while in middle school would not adversely impact the high school. The EOC tests taken in middle school count toward that middle school's annual proficiency rate. Student achievement results remain with the school which administered the assessment in the year it was given.